

**What is Trochaic Metre?**

*Metre* = rhythm

*Trochaic* = made up of trochees

A *trochee* = a stressed syllable followed by an unstressed syllable (dum di)

We say that a poem has trochaic metre when a line of poetry is made up of pairs of trochees.

For example, read this line of a nursery rhyme aloud. Think about which syllables you stress and which you do not.

*Peter, Peter, pumpkin eater*

There are four pairs of trochees here.

This is trochaic metre.

**What is a disconnection or break in a poem’s rhythm or rhyme?**

This is when the rhythm/rhyme of part of a poem does not match the pattern of the rest of the poem.

To talk about it, you will need to think about two things:

- ✓ The sound or impression created by the break.
- ✓ What is being spoken about at the time of the break? Why does the poet want this particular part of the poem to sound the way it does?

**Sound Imagery**

*Imagery* is when a poet uses their words to create visual images (pictures) in their reader’s mind.

*Sound imagery* is when a poet uses words to create particular sounds when their poem is read aloud. (eg: smooth or hard, quick or slow, aggressive or gentle, continuous or chaotic)

There are several different ways that poets can create sound imagery in their poetry:

- ✓ **Rhyme:** when the last word of a line sounds the same as a word at the end of another line.  
*To talk about rhyme, you will need to look at the pattern of the whole poem. This is called the rhyme scheme.*
- ✓ **Rhythm:** the number of syllables (beats not words) in a line of poetry.  
*To talk about rhythm, you need to look at the pattern in the whole poem.*
- ✓ **Alliteration:** this is when words, placed close together, start with the same sound (not just letter).  
*To talk about alliteration, you will need to think about the type of sound created by the letter sound that is repeated.*
- ✓ **Assonance:** this is when words, placed close together, have a repeated internal vowel sound. For example: ‘the glade had a frail grace’ – here the repeated sound is the ‘ay’ sound.  
*To talk about assonance, you will need to think about the sound created by those letters.*

Sound imagery can be tricky. To explain it, you need to think about whether a poet has chosen to create the same sound throughout or whether there are differences.

Once you’ve decided that, you need to think about why they’ve chosen to create these sounds at the specific moment they appear in the ‘story’ of the poem.

**Lexical Fields**

These are groups of words used within a poem that have a certain theme or idea in common.

For example:

*Lexical field of war:* gun, soldier, blood, battle

*Lexical field of love:* heart, kiss, passion, affection

Lexical fields are found throughout a poem, not just in one line, and often, one poem contains several different lexical fields.

To explain a lexical field, you need to think about the impression created by using that group of words.

**Metaphor**

This is when one thing (normally a person, place or an object of some kind) is used to describe something else, based on the qualities or traits that the writer wants to show.

Unlike a simile, it is not a comparison. The writer replaces the thing that they want to describe with the metaphor.

**Simile:** Last night, my brother ate like a bear.

**Metaphor:** Last night, I ate dinner with a bear.

**Prior Knowledge Alert!**

Do you remember these things from Year Seven?

- ✓ Basic terminology
- ✓ Poetic structure
- ✓ How to label a rhyme scheme
- ✓ Figurative language / imagery techniques
- ✓ Different types of sonnet form